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ABSTRACT

To fulfill the need to develop a system of performance evaluation of noninstructional personnel which would serve as a guide for personnel development as well as a measure of performance, an evaluation systems model was constructed. This project necessitated a study of the existing noninstructional personnel evaluation systems at all four- and two-year colleges in Florida which revealed that no two institutions followed a similar policy of evaluation. The proposed model is a composite of the reported procedures and depends on 10 rating factors: quantity and quality of work, knowledge of the job, initiative, aptitude and ability to learn, attention to duty, dependability, judgement, cooperation, and personality and attitude. It is intended to establish norms for performance which could be utilized in all Florida community colleges. The document includes a sample evaluation form and a guide for supervisors for the evaluation of performance. (MJK)

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A HUMANISTIC APPROACH TO EVALUATION OF COMMUNITY COLLEGE NON-INSTRUCTIONAL PERSONNEL

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INTRODUCTION AND STATEMENT OF THE PROBLEM

Next academic year Polk Community College will celebrate its tenth anniversary of service to the local community and Polk County. Because of its rapid growth and development, many areas in personnel administration have been neglected because of one reason or another. One reason being the lack of funds and the other, the lack of professional personnel trained in the administration of non-instructional personnel programs. One of these programs presently not in existence is an evaluation system. In order to fairly evaluate the performance of non-instructional personnel, a system must be designed with an accompanying policy to permit immediate supervisors to use a standarized evaluation system for every employee at the college.

BACKGROUND AND SIGNIFICANCE OF THE STUDY

Evaluation policies for instructional and non-instructional personnel in the community colleges and four year institutions differ widely especially among the twenty eight community colleges in the State of Florida. The reason for this situation is the fact that there is no standarized state personnel policy for the community colleges. Since community college personnel are the employees of each county, State of Florida career service system policies do not directly apply to them. The study will try to evaluate the present existing systems and establish a model which can be used by Polk Community College as well as the other colleges.

Florida Chapter 22A-9 deals with State Employee Performance Evaluations. However, this legislation is not pertinent and does not apply to the community colleges in the State of Florida only to the four year institutions. The community colleges are not considered a part of the State University System of Florida and therefore the employees of community colleges are not considered to be in civil service of the State. Chapter 22A-9 describes in detail the criteria for evaluation of non-instructional personnel which can be applicable to community college personnel. Since community college personnel in Florida are not members of the state civil service, or career service, each county has its own system of evaluation and in many cases, none at all. The basic objectives of this research project is to examine the whole system of community college evaluation of non-instructional personnel and based upon the results of the research, construct an ideal evaluation systems model for Polk Community College which also could be adopted by other community colleges.

BASIC ASSUMPTIONS AND HYPOTHESIS

The assumptions of this project is that some type of a state wide community college performance evaluation of non-instructional personnel is possible. A standarized policy would permit an analysis of performance on a state wide basis which could assist in establishing a community college norm and a merit pay system based upon the performance of the individual in his/her area of specialization.

The hypothesis of this study is that there are evaluation systems in the State of Florida community colleges and four year institutions which could be adopted into a standarized state wide system of evaluation of non-instructional personnel. In addition, it is envisioned that a humanistic approach to personnel evaluation and accountability can be designed not only to evaluate personnel performance, but also to help each individual to make progress in their careers.

RESULTS OF THE RESEARCH

Every community college and four year institution in the public sector in Florida was contacted by mail. A request was made of the Directors of Personnel to obtain data on personnel evaluation systems presently used on each campus. Personnel policies, procedures and evaluation forms were obtained and used to evaluate each system as a guide to develop a model for Polk Community College. Twenty responses were received from four year colleges and two year institutions. Each system was reviewed to determine possible applicability to Polk Community College in terms of institutional philosophy and personnel policies which exist on each campus. The study revealed that no two institutions followed a similar policy of evaluation of non-instructional personnel. Standarization of terminology and policies would be necessary to eventually compare colleges and their evaluation systems.

SUMMARY AND RECOMMENDATIONS

Since no system reviewed was satisfactory, it was necessary to establish a model from the submitted data. The following recommendations were made to the President for implementation as soon as possible.

1. Obtain the services of a full time Director of Personnel.

2. Adopt the enclosed Polk Community College Non-Instructional Personnel Performance Evaluation System and Policies for one academic year as a trial.

3. Obtain the input from all non-instructional personnel as to the validity of the proposed evaluation system.

4. Hold a feedback meeting with all personnel to answer questions pertaining to the establishment of the evaluation system.

5. Should the evaluation system receive acceptance from all personnel, implement it as soon as possible.

6. Eventually establish a merit pay system using the evaluation as a basis for salary increases and promotion.

POLK COMMUNITY COLLEGE

Non-Instructional Personnel Performance Evaluation System

A. OBJECTIVES

The objectives of the evaluation system are:

1. To improve employee performance.
2. To build a better understanding between the employee and his immediate supervisor.
3. To clarify mutual goals of the employee, the employee's immediate supervisor, and the college.
4. To recognize the employee's potential for promotion.
5. To provide a basis for determining merit salary increases as applicable.
6. To provide an accurate record of employee's job performance.
7. To inform the employee of strong and weak points in his/her performance of duties, as well as training needs and improvements expected.
8. To provide a basis for initiating disciplinary actions when appropriate.
9. To assist in determining the order of layoff and reinstatement.

B. DEFINITION OF TERMS

1. The term "Non-Instructional Personnel" applies to all full-time college personnel who do not hold faculty or administrative appointments.
2. "Immediate supervisor" is defined as the person who makes daily

work assignments and is responsible for the accuracy and timely completion of these assignments. In those cases where a person works for more than one supervisor, the "Immediate supervisor" will be designated by an authorized college official. (See paragraph G)

C. EVALUATION CALENDAR

Evaluations are scheduled as follows:

1. Sixty days and six months after initial appointment, or appointment to a new position or to a new department/division.
2. April 1st of each year of continuing service.
3. At any time the immediate supervisor determines that it is necessary because the overall performance has dropped below satisfactory.
4. When special circumstances warrant.
5. On resignation, discharge or layoff.

D. RESPONSIBILITY FOR EVALUATIONS

The immediate supervisor of all non-instructional personnel is responsible for the initiation of the evaluation and discussion of the results with the employee.

E. EVALUATION RATING SCALE

The rating scale consists of five levels of rating values: Outstanding, Above Satisfactory, Satisfactory, Conditional, and Unsatisfactory. The scale also has a numerical range from 1-10. The five levels of rating values are defined as follows:

1. OUTSTANDING - The employee is considered totally competent

in all respects. An employee whose performance has distinguished him/her as performing considerably above the performance standards of the position to which assigned. It means that a person so rated has attained the highest expectations of all phases of the position and maintains the highest of standards consistently. This rating should be used sparingly.

2. ABOVE SATISFACTORY - The employee's performance has far exceeded the standard requirements for the position. This rating denotes the performance of an employee who not only meets the requirements of the position satisfactorily, but consistently performs at a level above such requirements in many areas of the work performed. A person so rated will often do a better job than might be expected of a fully competent person in a similar position.

3. SATISFACTORY - The employee's performance is completely acceptable and meets all job requirements satisfactorily. It is expected that a majority of employees will fall in this category rating.

4. CONDITIONAL - The employee's performance is marginal. The employee has not fully met the minimum performance requirements, but shows a potential for improvement. This rating indicates a need for a discussion between the employee and the immediate supervisor to discuss the employee's difficulties. A discussion may reveal a need for additional training, greater effort or greater understanding between the evaluating supervisor and his subordinate. This rating must be accompanied by comments and suggestions for improvement of the subordinates work performance and the listing of these recommendations.

5. UNSATISFACTORY - The employee's performance is not acceptable,

having failed considerably to meet the minimum requirements of the position. This rating clearly points out that performance is such that the employee is a liability to the institution rather than an asset. It also indicates a consistent weakness and deficiency in meeting job requirements and that the employee failed to respond to training or corrective suggestions. This rating must be accompanied by comments containing specific examples which demonstrates the unsatisfactory nature of the performance.

F. RATING FACTORS

There are 10 rating factors defined as follows:

1. QUANTITY OF WORK - To determine a standard quantity of output for a particular position, the rating supervisor must understand the quantity of work factors in terms of the actual job to be performed. The employee should only be rated on the volume of work performed to the established standards.

2. QUALITY OF WORK - This factor is concerned with accuracy, completeness, neatness and effectiveness of work performed. The standard is that quality of work which is desirable in the particular job and acceptable to the immediate supervisor and his administrator. The quality of work is measured by comparing the work performed to the established standards.

3. KNOWLEDGE OF THE JOB - This factor is concerned with the employee's overall knowledge of the subject matter and technique necessary for full job performance. The care of prop-

erty and material used by the employee in his daily work, the observance of rules, recommended procedures, and safety regulations should be considered in rating this factor. Proper care and use of equipment should be expected of all employees regardless of its values. An employee's ability to observe rules, follow instructions, use effective supervisory techniques, carry out duties in accordance with approved procedures and conform to safety regulations is vital in rating the performance of work habits. In the overall evaluation of this factor, does the employee organize, arrange, and conduct his work in an efficient manner compared to a standard which is required by the college and the immediate supervisor?

4. INITIATIVE - This factor is concerned with resourcefulness, self-reliance, willingness to accept and ability to carry out responsibility and the adaptability of the employee to his work assignments. It is possible for an employee who is not too experienced or to highly skilled to display initiative. An employee who attempts to solve problems, suggests improvements, and requests additional assignments when completed, tends to display the factor of initiative. Engaging in training courses and encouraging others toward productive use of time also indicates initiative.

5. APTITUDE AND ABILITY TO LEARN - This factor deals with the employee's ability to learn new tasks. Consider how quickly he/she learns new work assignments, retains what has been learned and the ease with which the employee follows instructions.

6. ATTENTION TO DUTY - This factor concerned with the employee's attendance, punctuality and time devoted to actual work. The rater should consider presence on the job when required and punctuality in reporting to work.

7. DEPENDABILITY - This factor concerned with the employee's attention to his work in the absence of direct and indirect supervision. An employee who does not shift the burden of difficult assignments and who is reliable at all times, tends to display dependability. The ability to meet deadlines is another indication of this trait.

8. JUDGMENT - This factor deals with the employee's ability to arrive at decisions. The immediate supervisor should consider his/her ability to think and act calmly, logically and rapidly even under stress.

9. COOPERATION - This factor is concerned with an employee's ability to get along with associates and the degree of effectiveness in dealing with the general public and supervision.

10. PERSONALITY AND ATTITUDE - This factor deals with the employee's feelings toward his job, fellow employees and the organization for which he works. An employee who is flexible in his thinking, is conscious of his job responsibilities, and looks for new and better ways of doing things in order to improve the function of the organization for which he works, tends to display an acceptable attitude toward his job. Conversely, an employee who resists authority and is antagonistic about necessary changes in procedure, tends to display a poor attitude toward his job.

G. EVALUATION PROCEDURE

1. If appropriate, the immediate supervisor should solicit advisory evaluations from other supervisors who have been in a position to substantially utilize the evaluated person's performance. If advisory evaluations are considered they must be signed, appended to the regular evaluation, and clearly marked "Advisory Evaluation".

2. Review the Supervisor's Guide for Performance Evaluation. Circle the appropriate number on the rating scale for each one of the 10 rating factors. If the factor cannot be appraised make a check mark or X in the unknown column.

3. After evaluating the employee's performance, the evaluating supervisor will submit the evaluation form to his own supervisor for review and signature. The administrator may review the evaluation and make comments on the form, but can not change the original evaluation. Differences of opinion between the immediate supervisor evaluating the employee and his administrator should be worked-out before the final rating is discussed with the employee.

4. The evaluating supervisor must discuss the evaluation with the employee. After the consultation, the employee will sign the evaluation form indicating that the evaluation has been discussed with the supervisor. The employee may object to the evaluation on the form or attach a separate memorandum stating his/her disagreement. The employee's signature does not indicate that the employee agrees with the evaluation rating, but only that it was discussed with the employee.

5. A copy of the completed evaluation form will be given to each employee by the immediate supervisor, after the evaluation is completed. The evaluation form and any attachments will be forwarded to the designated office for filing. Great care must be exercised in the handling of completed evaluation forms in view of their confidential nature.

H. RESULTS OF EVALUATION

The results of an evaluation should be used to guide the employee in his/her career development and progress. It should also be used as a basis for promotion, merit pay, demotions, reassignment and as a basis for termination of employment.

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POLK COMMUNITY COLLEGE

Non-Instructional Personnel Performance Evaluation

Prepare this rating carefully and accurately. Its value lies in the impartiality and sound judgement used by the rater. Judge each characteristic or trait separately or independently, that is, you should not let your evaluation of one trait unduly influence you on another. Keep in mind that this rating should express an evaluation of the employe in comparison with others doing the same or similar work. Make no entry except where statement is based on PERSONAL KNOWLEDGE. READ INSTRUCTIONS FOR RATING BEFORE MAKING ANY ENTRIES ON THIS FORM.

NAME	SOCIAL SECUTITY NO.	PERIOD COVERED BY RATING
		From To
DUTIES PERFORMED DURING THIS RATING PERIOD OR JOB TITLE		

INSTRUCTIONS

Be sure to read the definition for ratings and their numerical values in the PCC Procedure 6.30/8230.2 before making any entries on this form. Circle the appropriate number to denote the degree of success the employee has attained. Enter the proper numerical value in the last column. No value should be entered for a rating of "Unknown." Note that two numerical ratings are assigned to the categories of "CONDITIONAL" and "OUTSTANDING" and three to "SATISFACTORY" in order to better define borderline cases.

1. QUANTITY OF WORK

Consider the quantity of work turned out and the promptness with which he completed it.

UNSATISFACTORY	CONDITIONAL	SATISFACTORY	ABOVE SATISFACTORY	OUTSTANDING	Unknown	Numerical Value
0 1 2	1 2	3 4 5	6 7 8	9 10		
Below minimum standards. Does small amount of work, wastes time.	Up to minimum standards. Does just enough to get by. Has to be prodded occasionally.	Above minimum standards. Satisfactory amount of work. Works steadily.	Well above average. Very fast worker.	Exceptionally fast worker. Habitually drives himself hard.		

2. QUALITY OF WORK

Consider the neatness, accuracy and general efficiency of his work. Does he constantly maintain high workmanship in this respect?

UNSATISFACTORY	CONDITIONAL	SATISFACTORY	ABOVE SATISFACTORY	OUTSTANDING	Unknown	Numerical Value
0 1 2	1 2	3 4 5	6 7 8	9 10		
Below minimum standards. Complete checking required. Makes many errors.	Up to minimum standards. Not very accurate. Careless.	Above minimum standards. Satisfactory in accuracy of work.	Well above average. Good accurate worker. Seldom makes mistakes.	Very accurate and complete work.		

3. KNOWLEDGE OF JOB

Consider how much he knows about his present job and of other work closely related to it and in other departments.

UNSATISFACTORY	CONDITIONAL	SATISFACTORY	ABOVE SATISFACTORY	OUTSTANDING	Unknown	Numerical Value
0 1 2	1 2	3 4 5	6 7 8	9 10		
Has limited knowledge of his job.	Understands his own job.	Has good understanding of own and related jobs.	Thoroughly understands own job and related jobs. Has general knowledge of work in other departments.	Expert in the department. Has working knowledge of other departments. Can do many important jobs.		

4. INITIATIVE

Consider his ability to act on his own responsibility in the absence of instructions. Can he start needed work and go ahead or is he the type that has to be told what to do?

UNSATISFACTORY	CONDITIONAL	SATISFACTORY	ABOVE SATISFACTORY	OUTSTANDING	Unknown	Numerical Value
0 1 2	1 2	3 4 5	6 7 8	9 10		
Always waits to be told what to do and still needs some help in getting started.	Relies on others, must be told what to do.	Will act voluntarily in matters involving deviation from routine.	Plans order of work well. Will act voluntarily in most matters.	Has good ideas that often lead to a better way of doing things. Alert at all times.		

5. APTITUDE AND ABILITY TO LEARN

Consider how quickly he learns new work, retains what he has learned and ease with which he follows instructions.

UNSATISFACTORY	CONDITIONAL	SATISFACTORY	ABOVE SATISFACTORY	OUTSTANDING	Unknown	Numerical Value
0 1 2	1 2	3 4 5	6 7 8	9 10		
Very slow to learn. Poor memory.	Requires excessive instruction to do satisfactory work.	Requires average instruction to do satisfactory work.	Learns fairly rapidly. Good memory.	Learns very rapidly. Excellent memory.		

6. ATTENTION TO DUTY

Consider ability to work thoroughly and conscientiously. Does he subordinate own convenience, comfort, and desires to a complete, exact, and faithful performance of his duty?

UNSATISFACTORY	CONDITIONAL	SATISFACTORY	ABOVE SATISFACTORY	OUTSTANDING	Unknown	Numerical Value
0 1 2	1 2	3 4 5	6 7 8	9 10		
Wastes time. Does not work seriously.	Only moderately industrious.	Shows ordinary interest and application.	Willing worker. Always does full day's work.	Exceptionally industrious and conscientious in work.		

7. DEPENDABILITY

Consider the amount of supervision required. Can you depend on his word? Is he punctual? Is his attendance record without fault?

UNSATISFACTORY	CONDITIONAL	SATISFACTORY	ABOVE SATISFACTORY	OUTSTANDING	Unknown	Numerical Value
0 1 2	1 2	3 4 5	6 7 8	9 10		
Needs constant supervision. Punctuality poor. Cannot be relied upon.	Requires close supervision. Punctuality and attendance fair. Not very dependable.	Average supervision required. Usually prompt and dependable.	Little supervision required. Good record of attendance and punctuality. Dependable.	No supervision required. Conscientious and dependable in all things.		

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8. JUDGMENT

Consider the intelligence and thought he uses in arriving at decisions. Does he have the ability to think and act calmly, logically, and rapidly under stress?

UNSATISFACTORY	CONDITIONAL		SATISFACTORY			ABOVE SATISFACTORY			OUTSTANDING		Unknown	Numerical Value
0	1	2	3	4	5	6	7	8	9	10		
Poor sense of value. Likely to make poor decisions.	Jumps at conclusions. Makes decisions on matters which should be referred to supervisor.		Judgment dependable on matters of routine nature.			Uses good common sense. Most decisions acceptable.			Sound judgment. Decisions based on thorough analysis.			

9. COOPERATION

Consider his willingness to work with and help others. Is he willing to assume his full share of work and responsibility? Does he cooperate in manner as well as act?

UNSATISFACTORY	CONDITIONAL		SATISFACTORY			ABOVE SATISFACTORY			OUTSTANDING		Unknown	Numerical Value
0	1	2	3	4	5	6	7	8	9	10		
Irritates others. Causes friction. Inclined to be quarrelsome.	Reluctant to cooperate with others. Individualist. Difficult to work with sometimes.		Cooperates in an agreeable manner. Tactful and obliging.			Always congenial and helpful. Other employes like to work with him.			Goes out of his way to cooperate with and help others. An unusual and strong force for morale.			

10. PERSONALITY

Consider his appearance, tactfulness, self-confidence, integrity, loyalty, and the impression he makes on others.

UNSATISFACTORY	CONDITIONAL		SATISFACTORY			ABOVE SATISFACTORY			OUTSTANDING		Unknown	Numerical Value
0	1	2	3	4	5	6	7	8	9	10		
Negative, lacking. Antagonises. Arouses resentment.	Doesn't make friends easily.		Average impression. Friendly. Accepted by co-workers.			Favorable impression. Well liked and respected.			Very pleasing. Inspires confidence and leads others.			

OVERALL EVALUATION (CHECK ONE) (SEE DEFINITIONS IN INSTRUCTIONS)

_____ UNSATISFACTORY

_____ SATISFACTORY

_____ CONDITIONAL

_____ ABOVE SATISFACTORY

_____ OUTSTANDING

	YES	NO
Has he made progress since last rating?		
Do you consider him capable of future advancement?		
Is he satisfactory in present position?		
Would you advise a transfer or a change?		
Is he ready for promotion?		
If ready for promotion, to what position?		

FOR PERSONNEL DEPARTMENT USE ONLY	TOTAL NUMERICAL VALUE

Immediate Supervisor's Comments _____

Next Higher Level Supervisor's Comments _____

Final Evaluation determined and entered by:

_____ Signature, Immediate Supervisor

_____ Date

Final Performance Evaluation reviewed by:

_____ Signature, Next Higher Level Supervisor

_____ Date

The Final Evaluation has been reviewed and discussed with me:

SUPERVISOR'S GUIDE FOR THE PERFORMANCE EVALUATION OF PERSONNEL AT POLK COMMUNITY COLLEGE

A. INTRODUCTION

This guide is designed to help you, the supervisor, to better evaluate and counsel those who work directly for you. It is to be used in the evaluation of Polk Community College personnel, and is adapted from related documents in use at St. Petersburg Junior College, Tallahassee Community College, University of West Florida, and University of Florida.

B. OVERALL OBJECTIVES OF A PERFORMANCE EVALUATION

One of the best tools to aid management in satisfying the psychological needs of their employees is through regularly scheduled performance evaluation. Of course, judging the worth of employees goes on all the time. We hope you will use this opportunity to act as a counselor, not a judge. Remember that goals can be achieved only within the resources available to your employees.

If you recognize the worth of systematic performance evaluation and you convey this feeling to your employees, both you and they will benefit in these ways and realize the following objectives:

1. Two-way channel of communication will be established.
2. Your employees will be more effective and more efficient.

3. You will be a better supervisor.
4. You will be able to arrive at an unbiased rating of your employee.
5. Morale will be better - yours and your employees.

C. AS A SUPERVISOR WHAT YOU SHOULD TRY TO ACCOMPLISH:

1. Build a better working relationship by getting to know your employees better, by letting them know you respect them and are sincerely interested in their progress and their opinions.
2. Let your employees know what is expected of them. Review the job duties and the standards by which they are measured. Tell them of your personal preferences about the way they perform their job.
3. Give your employees recognition and praise for good performance or abilities. This will build up self-confidence and the desire for continued good performance.
4. Point out tactfully those areas in which performance falls short of the job requirements or your expectations.
5. Work with them in developing a program for their self-improvement for future progress.
6. Find out how you are doing as a supervisor in terms of availability, understanding, organizing, delegating and the like.
7. Explain salary and other budgetary matters that affect your employees and their job while you continue to retain objectivity regarding job performance.

D. THIS WILL ENABLE YOUR EMPLOYEES TO:

1. Express opinions freely, discuss problems and aspirations, the reasons for their actions. Get help in solving any special problems encountered on the job.
2. Benefit by a realistic re-evaluation, if necessary, of the job requirements, the importance of their contribution, etc.
3. Make more effective use of special abilities and be encouraged to suggest improvements in the job.
4. Tell you the reasons why it is difficult or impossible to do the job as you want it done.
5. Have your help and encouragement in overcoming limitations and improving abilities so that they can qualify for future increases in pay and responsibilities.
6. Point out the barriers to doing a good job imposed by your methods of supervision.
7. Have a clearer understanding of their overall potential within their present salary range as well as their opportunities for advancement.

E. GENERAL INSTRUCTIONS FOR COMPLETING AN EMPLOYEE EVALUATION

1. Consider each factor separately, taking into account only that particular factor which you are rating. Do not be influenced by your general opinion of the employee's overall performance. Do not consider performance for any factor which does not relate to the one being rated.

Be a fair, impartial, and objective judge in evaluating this employee so that your evaluation will accurately describe his performance in the particular area considered.

a. The usefulness of any performance review depends almost entirely upon the understanding, impartiality, and objectivity with which ratings are made.

b. Care and skill used by supervisors in rating employees are measures of supervisory ability in directing the work of subordinates.

2. Do not be influenced by one or two unusual incidents, but rate in terms of the employee's regular day-to-day average performance during all of the period for which he is rated. Similarly, do not go back prior to the period covered by the rating report in your consideration.

3. Consider your evaluation in terms of the employee's present duties, not in terms of the duties of a different, higher or lower class.

4. In rating individual factors, remember that it is entirely possible for the ratings to differ among factors. In most cases, an employee's performance in certain areas is better than it is in others. The overall rating should be a true measure of the employee's whole performance of duty in relation to his position requirements.

5. Remember that in rating employees you should not expect them to meet standards of performance unless you have instructed them in all the job requirements.

a. You cannot hold an employee responsible for work accomplishment if he has not received understandable assignments and instructions from you. If an employee has an area of difficulty, what have you, as a supervisor, done to help your employee solve the problems which handicap his performance?

b. You, the supervisor, have a direct responsibility to develop your employee with respect to his relationship to the performance standards of his job.

c. If the employee is not getting along, he should be told how and in what respect he is failing, and how he can improve his performance. That is one of the supervisor's fundamental responsibilities.

6. Remember that the factors listed are for your convenience and to help you in thinking about an employee; however, the most important part of the evaluation form is the area for supervisory comments. Use this area wisely and avoid general statements which mean little to the employee.

7. The actual rating given an employee is a matter of judgment on the part of the supervisor, and is not strictly governed by the factors listed on the evaluation form. However, common sense dictates that if other factors are considered in the overall evaluation, the employee has a right to know what they are.

F. THE ACTUAL EVALUATION PROCESS

The following suggestions should be kept continuously in mind

by all rating supervisors.

1. Each factor listed must be rated for every employee or the report will be returned. To show a value rating for particular factor, circle (o) the number in the desired column of the form.
2. Complete the review form without the employee being present.
3. Guard against committing the following common errors which can cause problems in rating employees:
   a. Central Tendency: Rating all employees as average.
   b. Halo Effect: Allowing one aspect of an employee's performance to influence the entire evaluation.
   c. Over-evaluation or Under-evaluation: The tendency of a rater to over-value or under-value a given factor.
4. Do not consider potential value or personal abilities of the employee, except as they are actually revealed in and used on present work assignments. Your rating should reveal what the employee actually does in his present position.
5. Any performance rating of other than "Satisfactory" must be explained in detail, either on the rating form or in an attached statement.
6. The immediate supervisor should discuss with the employee any rating of "Unsatisfactory" or "Conditional."
   a. Together you should determine what should be done to improve the employee's performance on the job. Once the "corrective action" has been agreed upon,

it is up to the employee to apply it and it is your responsibility to observe his performance for the desired results.

b. Be careful that you do not "over-commit" yourself or the employee. Give the employee every opportunity to start "on the right foot." Assist him whenever possible. Be sure the corrective action is the best method of eliminating the employee's deficiencies.

7. Be sure you observe the employee's progress during the period of "corrective action." Talk with him, compliment his performance, offer constructive criticism in areas where it is needed. Go over with him the results of the corrective performance review.

a. If he has successfully carried out the corrective action, he should be rated higher.

b. Failure to carry out his obligation constitutes unsatisfactory performance and may be grounds for dismissal.

8. Remember...rating employees' performance is a continuing process of day-to-day observance and counseling...not just a simple activity to be performed every few months.

9. There is no disgrace in being rated satisfactory, and over-use of higher ratings is unfair to those who truly deserve the higher rating.

G. COMMON EVALUATION PROBLEMS

1. The supervisor rates the emp ee high so that he will

not be challenged by the employee.

2. The supervisor rates an employee high and justifies it by saying, "I had to rate him high so I could give him a salary increase."
3. The supervisor evaluates the employee in such general terms that the rating is meaningless.
4. The immediate supervisor does not sign the evaluation, or worse yet, does not even prepare it.
5. The evaluation of the immediate supervisor is changed by a higher level supervisor.
6. The immediate supervisor blames a higher level supervisor for a low rating when discussing it with the employee.
7. The supervisor hands the evaluation to the employee and says, "Sign it and return it to me when you get a chance."
8. The supervisor does not understand the evaluation system and treats it as an inconvenience rather than a tool.
9. When a poor evaluation is given, a supervisor will bring in an army of witnesses.
10. Supervisors often forget that the evaluation process is an on-going process and they are simply unprepared for the evaluation.

H. THE ACTUAL INTERVIEW PROCESS

If anything worthwhile is to be accomplished by a performance evaluation program, it is vitally important that a private discussion between you and your employee takes place. This

should occur after you have carefully evaluated your employee's performance of his job duties and his personal characteristics as they affect his performance and assigned rating categories. Your employee should receive advance notice of this discussion so he may have the same chance to prepare himself as you have had.

There are no easy steps to conducting a successful performance evaluation interview. Regardless of how cut and dried evaluation systems may seem, judging another man's worth is never simple. Many supervisors would not have been selected as leaders if they had not been considered good people. Nevertheless, these noble sentiments can produce disastrous effects. The first to be learned is that evaluation is not the same as criticism. You are doing your employee a favor when you make a fair evaluation of his performance and discuss this evaluation with him in a developmental manner. BETTER EMPLOYEES CAN BE DEVELOPED THAN CAN BE HIRED. It is your responsibility as a supervisor to help your employees during the developmental stage of their employment and afterwards.

There are several general suggestions that may be of help in conducting a successful interview.

1. Put your employee at ease before you begin discussing his performance. Let him know that you respect him as another human being and are interested in his welfare. After the employee has been put at ease and you are

Sure he understands performance evaluation, you are ready to tell him how he rated. THIS IS THE MEAT OF THE WHOLE DISCUSSION.

2. Use the "sandwich" technique. That means simply sanwiching unfavorable remarks between favorable remarks. Compliment the employee at the beginning and at the end of the discussion.
3. Explain the purpose of the performance evaluation program and indicate to your employee that the program has your backing and you consider it beneficial to the employee as well as yourself.
4. Remember that you are discussing your employee's performance, not his personality. You will gain more results if you help your employee keep his self-respect intact and increase his pride in his work.
5. When you begin discussing your employee's performance, review his strengths first. Compliment him for good performance and let him know you are aware of improvements in his work since his last evaluation.
6. In discussing weaknesses, be tactful but truthful. Remember the purpose of the interview. This chould be a constructive discussion, not a belaboring account of past failures. Do not overlook the possibility that you may be partially at fault for some of your employee's shortcomings, and be willing to take some of the blame yourself. Strive to reach self-improvement.

7. Emphasize the reason why the rating was given. Cite specific instances of performance, so the ratings become grounded in fact. They are then more acceptable to the employee and leave him knowing they are fair.
8. Don't be vague about personality shortcomings. Such faults are hard to tie in with ability and skill. They have much more meaning when they can be related to production efficiency--either in the man or in the effect on others.
9. Show a sincere interest in the employee's work and his problems.
10. Be sure criticism is positive. When you point out weaknesses be prepared to offer means of correcting them.
11. Allow the employee to express his reaction to the ratings. He should have an opportunity to state what obstacles might stand in the way of doing a good job. Here you may find the underlying cause of unsatisfactory performance. If you are asked for advice on a personal problem, do not be to hasty in giving your opinion. Let the employee talk. Ask him questions. Often the first problem mentioned by the employee is not the basic problem. He might be much more concerned about something else.
12. Give your employee plenty of opportunity to speak freely. Listen carefully to what he has to say. Maintain a calm attitude and an open mind. If he wants to talk, don't interrupt. Let him go. Do not show anger or hostility, regardless of the remarks the employee may make.

13. Do not be too anxious to prove him wrong. Help him save face and leave his self-respect intact. Confidence in you and the merit rating program will be increased if the employee realizes that it is not arbitrary and that incorrect ratings are subject to change.
14. Take your time. Acceptance of your criticisms or suggestions may not come immediately. It may be quite a while before he will admit his own errors.
15. Don't expect to convince him of anything while he is angry.
16. Let him know you're willing to change a rating, but only when he has facts to substantiate such a change. Don't be soft. Be fair and willing, but firm.
17. Be sure he knows what you expect of him. Often he is confused. He may actually think he has been doing what you want, but in reality he has not.
18. Do not hesitate to recognize the employee who is rated high. Recognition of good performance perpetuates it. Failure to recognize it will leave an attitude of, "What's the use of doing a good job--nobody cares."
19. End the discussion by summarizing strengths and weaknesses. Assure him that you will give special attention to his weaknesses and do all you can to help him.
20. In concluding the interview, summarize the major points discussed to assure understanding by both you and your employee. Reassure him of your interest and willingness to help him improve. Then take the initiative to end the interview immediately. Lapsing into small talk diminishes

the purpose of the interview.

I. SUMMARY OF STEPS TO BETTER EVALUATION DISCUSSIONS

1. How, when, and where to discuss.
   a. Strict privacy.
   b. Select a time when you and the employee are not under great pressure.
   c. Have information at hand.
2. Predetermine how the employee will react.
   a. Cooperative, constructive employees.
   b. Skeptical, antagonistic, and destructive.
   c. Surly and uncooperative.
   d. Quiet, non-responsive employees.
3. Put the employee at ease.
   a. Create a friendly, constructive atmosphere.
   b. Inform how the program works.
4. Explain the purposes of performance evaluation.
   a. To provide periodic reviews of performance.
   b. To point out strengths and weaknesses so the former can be cultivated and the latter corrected.
   c. To provide a fair and unbiased means of determining qualifications for promotions, transfers, demotions, and salary increases.
   d. To recognize those who have outstanding ability and potential, and deserve training for higher positions of more responsibility.

e. To weed out all those who are not qualified for the type of work to be done and who cannot contribute to the productive efforts of the organization.

5. Tell the employee how he/she was rated.

POLK COMMUNITY COLLEGE

Winter Haven, Florida 33880

OFFICE OF MANAGEMENT INFORMATION
AND INSTITUTIONAL RESEARCH

MEMORANDUM

DATE: January 8, 1974

TO: Dr. F. T. Lenfestey, President, Dr. D. J. Costello, Vice Pres.

FROM: Z. Paul Wesolowski, Director

SUBJECT: A proposal for the establishment of a Support Personnel Performance Evaluation System.

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1. At your request a survey was conducted to determine to what extent performance evaluations were conducted in the Florida community college system. The results of the survey indicated that five community colleges had instituted performance evaluations for support personnel.

In addition to the community colleges, four-year institutions were also contacted to determine to what extent they have progressed in performance rating support personnel. They all have established employee performance evaluations conforming to Chapter 22A-9 (Employee Performance Evaluations) of the State of Florida Personnel Rules and Regulations.

2. The best system of evaluation that I found was the one prescribed for Florida State Career Service System Personnel as assigned to the State University System. It has these provisions:

a. Rating of the employee after a probationary period of 30-90 days after employment, reassignment or reinstatement.

b. Rating at the anniversary date of personnel appointed to the college.

c. Rating during the latter part of the spring semester to coincide with budgetary planning and appointment of personnel for the following academic year.

3. I have taken the career service evaluation system and modified it in a fashion which will suit our College. It is attached.

4. Recommendations

   a. Use the attachment as the tentative for-the-record evaluation system for support personnel at the College.

   b. Evaluate it for approximately one-year, then modify or replace as necessary.

   c. Require the first evaluation to be made on September 1, then follow the evaluation calendar as described in the attachment.

   d. Carefully and completely educate all appropriate personnel so that they understand the system.

   e. Assign responsibility for the tentative evaluation initially to me via the Vice President.

   f. At the end of the test period, make a thorough assessment of the tentative evaluation system and move to a permanent system.

5. If you concur with the above, I will prepare a College procedure which will specify to all concerned, the method for implementing the tentative evaluation system.

POLK COMMUNITY COLLEGE

Winter Haven, Florida 33880

OFFICE OF MANAGEMENT INFORMATION
AND INSTITUTIONAL RESEARCH

MEMORANDUM

TO: Dr. D. J. Costello, Vice President

FROM: Z. Paul Wesolowski, Director

DATE: January 8, 1974

SUBJECT: TIME TABLE FOR IMPLEMENTATION OF THE SUPPORT PERSONNEL EVALUATION SYSTEM

1.	August 3	Revised draft of the proposal prepared for distribution.
2.	August 15	Final deadline for all revisions of the evaluation proposal.
3.	August 17	Evaluation instrument to the printers.
4.	August 20-31	Conduct training meetings for implementation of the evaluation system with "immediate supervisors."
5.	September 4	Evaluations for all support personnel begins.
6.	October 1	All evaluations completed.and due in the Office of MIS & IR.
7.	October 15	Analysis of evaluations completed.
8.	March 1	Second evaluation process. Distribution of all instructions, necessary forms and policies.
9.	April 1	Second evaluation completed and due in the Office of MIS & IR to be used for budget planning.
10.	April 15	Analysis of evaluations.
11.	May 1	Review of the evaluation system by administration and support personnel. Conduct meetings with support personnel for feedback on the system.
12.	May 15	All revisions due for final approval.
13.	June 1	Final document typed and distributed.

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CHAPTER 22A-9

EMPLOYEE PERFORMANCE EVALUATIONS

22A-9.01 Scope and Purpose
22A-9.02 Statements of Policy
22A-9.03 Required Procedures

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22A-9.01 Scope and Purpose.

This chapter sets forth the rules and regulations for evaluating the work performance of employees in the Career Service.

General Authority 110.022 FS. Law Implemented 110.022 (1) (e) FS. History—New 7-1-68. Revised 6-10-70.

22A-9.02 Statements of Policy.

A. Each agency head shall establish written procedures for evaluating the performance of all employees on an impartial basis. All such procedures shall be established in accordance with the provisions of this chapter and shall be submitted to the Director of Personnel and Retirement for approval prior to implementation.

B. Each employee shall have his performance evaluated on a periodic basis in accordance with Section 22A-9.03.

C. Employees shall not be expected to meet performance standards which have not been defined and explained as a part of the requirements of their positions.

D. Employee performance evaluations shall be used for, but not limited to, the following purposes:

1. To inform the employee of strong and weak points in his performance, as well as training needs and improvements expected.

2. To recognize the employee's potential for promotion.

3. To determine the employee's eligibility for merit salary advancements.

4. As a basis for taking disciplinary actions against the employee.

5. To assist in determining the order of layoff and reinstatement.

General Authority 110.022 FS. Law Implemented 110.022 (1) (e) FS. History—New 7-1-68. Revised 6-10-70.

22A-9.03 Required Procedures.

A. Each agency's employee performance evaluation program shall provide overall evaluations of 5 levels as follows:

1. Outstanding
2. Above Satisfactory
3. Satisfactory
4. Conditional
5. Unsatisfactory

B. All performance evaluations shall be made by the employee's immediate supervisor and reviewed by a higher-level supervisor, wherever possible. The immediate supervisor's final evaluation shall not be changed by higher-level supervisors; however, reviewing supervisors shall certify that they have reviewed the rating and may attach any written comments they deem appropriate concerning the evaluation.

C. Each employee who has been given either an original, reinstatement, promotion, demotion, or reassignment appointment shall have his performance evaluated within 2 to 4 weeks prior to the completion of 6 months of service in the class.

D. An employee who has completed 6 months of satisfactory service in a class shall have his performance evaluated at least 30 calendar days prior to his anniversary date.

E. Special performance evaluations may be given at any time, at the discretion of the supervisor; however, when an employee's performance is less than satisfactory, the supervisor shall prepare a performance evaluation on the employee.

F. If an employee receives a Conditional or an Unsatisfactory evaluation, the immediate supervisor shall work with the employee in an effort to assist him in improving his performance. Such employee, if retained by the agency, shall have his performance reevaluated at least each 60 days thereafter until:

1. His performance has improved and is evaluated as at least Satisfactory, or;

2. Six months have elapsed without the employee receiving a rating of at least Satisfactory. In such cases, management shall take action to remove the employee from the class.

G. After the rating has been finalized at all levels, the results of the performance rating shall be discussed with the employee and he shall be furnished a copy of the completed rating.

General Authority 110.022 FS. Law Implemented 110.022 (1) (e) FS. History—New 7-1-68. Revised 6-10-70.